

## A READING LESSON PLAN

### CLASS PROFILE & TEACHING CONTEXT

The following lesson plan will form part of a scheme of work entitled, *Topic Based Activities- Story Telling*. This scheme of work, and this particular lesson plan, is specifically for the 1<sup>st</sup> year of ESO, group A/ linguistic section; it is a group made up of 33 students, all of whom will turn 13 this academic year.

Though the secondary school I work in has had a MEC/BC bilingual project for eight years, this is the first group to follow the CAM bilingual project, and they are being taught using the guidelines from the “Advanced Curriculum”. 31 out of 33 students have entered the linguistic section having passed the Cambridge KET exam (equivalent of an A2 level, in the Common European Language Framework); however, two students have passed the Cambridge PET exams (equivalent of a B1 level, in the Common European Language Framework).

The school, which is situated in a middle class area, is located in the north of the community of Madrid. Though the school has suffered its wear and tear after 25 years, it has an impressive bilingual school library, which many bilingual students take advantage of.

### GENERAL LESSON AIMS

|   |  |
|---|--|
| GROUP:<br>1 ESO/A<br>(Linguistic Section) | LENGTH of TIME/LESSON: 50 minutes<br>Understand the plot of a clearly structured fable and recognize what the most important events are, and what is significant about them. |
|---|--|

### 1º ESO ADVANCED CURRICULUM OBJECTIVES

1. To read and understand different texts of a suitable level to the students' ability and with texts that engage the students' interests.

#### Basic (Reading) Skills:

- **All students** will follow the basic- surface level meaning- of the account (who, when, where, what).
- **All students** will understand that the fable describes:
  - the setting
  - the characters
  - the conflict
  - the outcome

-**All students** will identify the key words.

#### High Level Skill.

- **Most students** will interpret the story at a deeper level; interpret the characters' personality.
- **Most students** will infer the use of language for a specific effect; they will *interpret* how the language has been used to create a specific effect on the reader.

-**Some students** will pick up on my (the author's) intention; the racist remarks, the sense of fear and alienation through a series of rhetorical devices.

## LESSON PROCEDURE

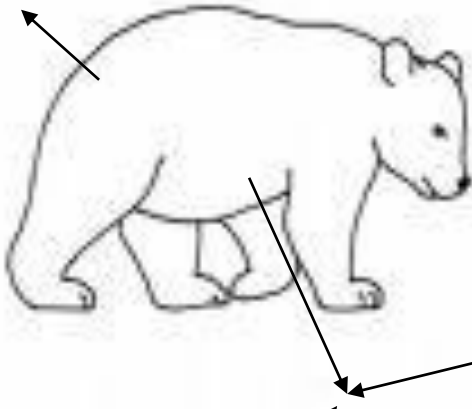
| Time      | Teacher Activity  | Pupil Activity  | Expected Outcomes   |
|-----------|---|---|---|
| 5 minutes | I explain students that we are reading a myth.<br>Elicit what the purpose of a myth is.   | Students activate their background knowledge on the myths they know.  | To activate that myths are fiction texts.   |
| 10-15 min | I show students the power point images. I explain they are images related to the myth they are going to read.<br>I also pre-teach key words.  | Students predict the connection between the images and the words.   | To understand the images are associated to the myth.<br>To pre-teach key vocabulary: parts of an animal.                            |
| 20 min    | I give students a photocopy with the myth.<br>I listen to different students read.<br>While reading I stop to ask comprehension questions.    | Students read (change intonation, tone) or listen.<br>Students answer the questions to show they are following the story. | That student follow the surface information: who, what, where, when, how.<br>Some will pick up on the bat's main personality trait. |
| 10 min    | I invite students to ask any questions. I ask guided questions and elicit what they learnt from the story, what they learnt about friendship. | Students tell me orally what happened or write up an explanation of what they have learnt for homework.                   | Active understanding and appreciation of the possibilities that literature offers to enrich one's personal growth.                  |

## RESOURCES/MATERIALS

- Pupils are given a photocopy with the images (material 1).
- A photocopy with the myth (material 2)

## PRE-READING

- Using kinaesthetic I'll elicit words connected with wars:
  - a) place, camp, army, sides.
  - b) what animals could use as weapons: claws, teeth, beak, talons, tail, wings.
  - c) end of the war: meet, truce.



A.



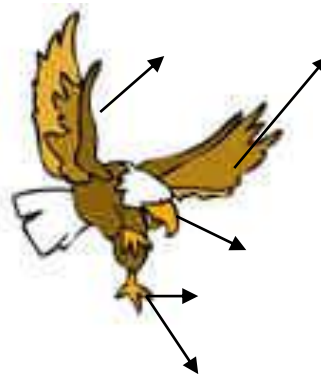
B.



C.



D.



E.



F.



G.



H.



I.

a butt,      fur(ry),      wings,      claws,      teeth,  
beak,      talons,      feathers,      a flat tail.

### **Why Bat has no friends**

Based on a Native American Indian Legend - retold by Agor



Many years ago there was a great war between the birds and the animals. No-one knows why. It just happened.

The creatures with wings flew to the battle site and made their camp. Those who had legs, walked there. Bat joined the birds. "Hey, I've got wings. So I must be a bird. And there are more of us, so we should win!"

The first battle was long and hard, but gradually slashing claws and tearing teeth began to win over beaks and wings. Bat could see that the birds were losing so he hid behind a bush.

When the battle was over the animals walked back towards their camp.

"Man, did we kick those birds' butts or what?" said Buffalo, spitting out a few feathers.

"Yeah! We kicked their butts" cried Bat in his high pitched voice

The animals stopped. "What are you doing with us?" shouted Beaver, slapping the ground hard with his big, flat tail. "You've got wings. You're with the other side." "Yeah, that's right" growled Bear. "And I'm going to eat you!"

"Guys! Guys! Get Real!" said Bat, pointing into his mouth. "When have you ever seen a bird with teeth? Of course I'm one of you!"

"I suppose so," grumbled Bear.

The next day there was to be another battle and Bat walked to the site with the animals. "Let's rip their beaks off!" he yelled. This time the birds flew as an army with the sun behind them, its bright light blinding the animals. Tearing talons and flapping wings tore into furry bodies. The birds were winning. Again Bat hid behind a bush. When it was all over and the birds started to fly back to their camp, Bat silently joined them.

"That was a good victory today", said Eagle. "Yeah! We kicked their butts" shouted Bat. "Hold on" said Crow. "You were with the other side."

"Guys! Guys! Get Real" said Bat. "When have you ever seen an animal with wings like mine? Of course I'm one of you." He flapped his wings vigorously.

"I suppose so", said Eagle.

And that's how it was in each battle. When Bat saw that the side he was on was going to lose, he pretended he was on the other side.

Eventually the birds and animals got tired of fighting each other. They all came together while their Chiefs held a council of truce to decide how things would be settled. It was very difficult for Bat to pretend that he belonged to both sides. The Chiefs knew what he had done.

"Friends should always help each other and not pretend to be one thing when they are another" they said.

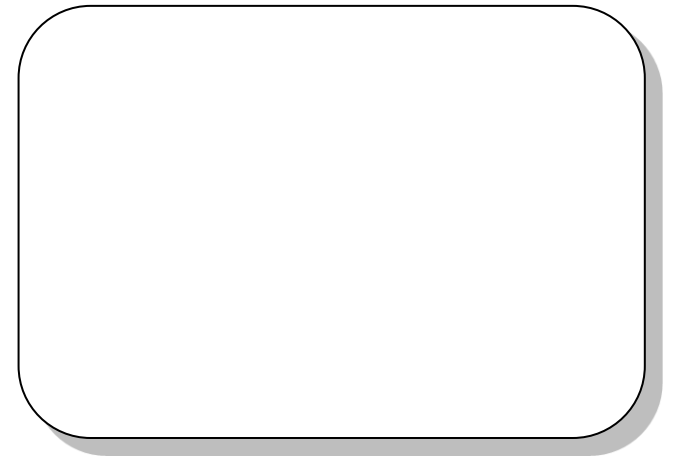
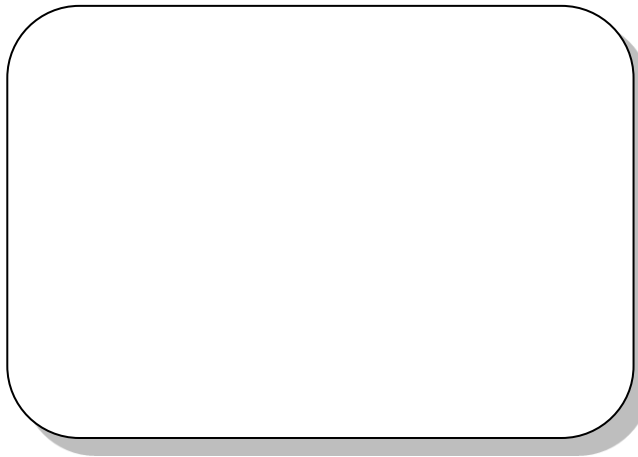
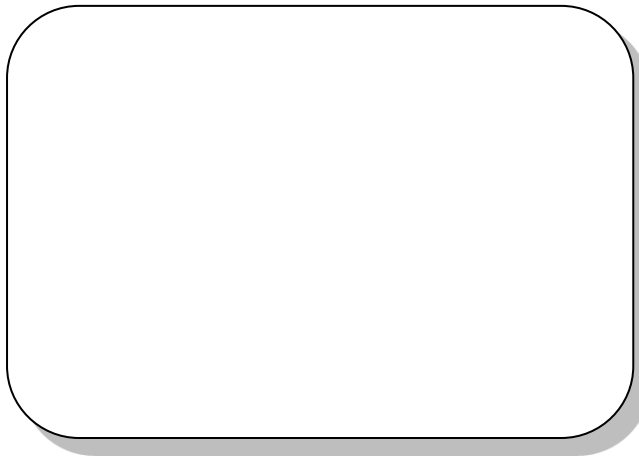
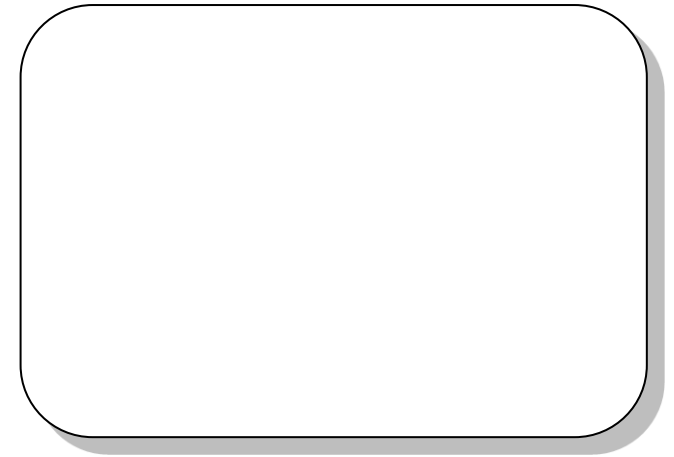
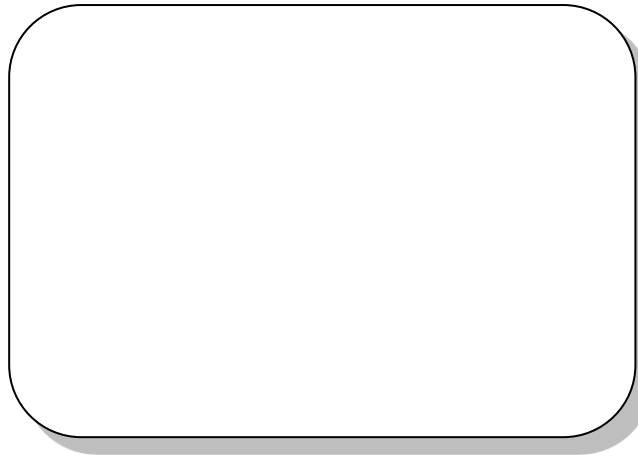
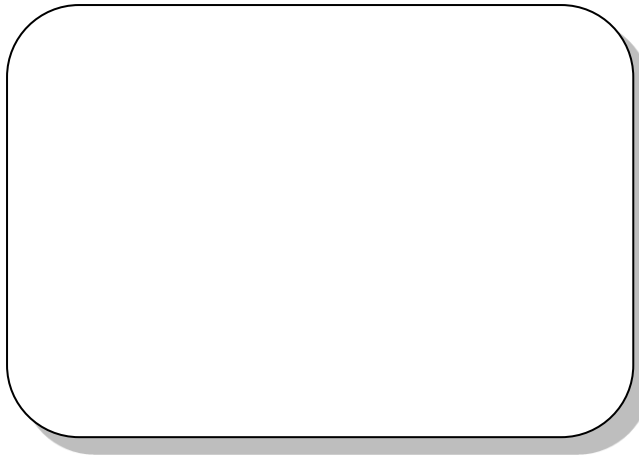
"Bat has wings, but he is not a bird. He has teeth, but he is not an animal. From now on, Bat will only fly at night when other birds are asleep and the animals are hunting."

All the creatures nodded in agreement.

"You will always be alone, Bat. You will never have a friend among the creatures that fly or from those that walk!"

And that's why Bat always flies at night and doesn't have any friends.

**READING COMPREHENSION.** Illustrate the six most important moments in the story and 'copy/quote' the part of the story that explains your picture.



What type of story is this? What does it try to explain?

### DURING READING



- Questions:

1. After reading the second paragraph:

*How many armies were there? Define them*

2. After reading the third paragraph:

*What will bat do next?*

### AFTER READING

Part 1.

1. In this myth, bat is quick thinking. Why? Go back to the text to find your explanation.

2. In this myth bat is a coward/ not brave. Why? Go back to the text to find your explanation.

3. In this myth bat is disloyal/unfaithful. Why? Go back to the text to find your explanation.

4. When did animals stop fighting?

5. What couldn't bat do in the end?

6. How many friends has bat had since then?

## Part 2.

Find the following words and try to write down what they mean. Then write a sentence with the word in context. Use a dictionary to help.

### **Paragraph three:**

a) Slash(ing):

.....

b) Tear(ing):

.....

c) Spit(ting):

.....

d) Growl(ed):

.....

e) Grumble(d):

.....

### **Paragraph four:**

f) Yell(ed):

.....

### **The penultimate paragraph:**

g) Nod(ed):

.....

## Part 3

Analyse which language devices are used in:

- a) tearing teeth
- b) tearing talons tore into flurry bodies
- c) flapping wings

## Part 4

Turn the myth into a modern story using people as characters.

## EVALUATION

1. To identify the general idea and select specific information from literary and non-literary texts suitable to their age; to do this with the aid of textual and non-textual features on a variety of themes. In the process students take into account the literary devices in the English language and others related to some of the subjects in the curriculum.

2. To be able to relate the content to one's own life experiences.

- I will observe that students are matching the vocabulary (material 1) to the image.
- I will ask weaker students factual (surface) questions: who? when? where? what?
- I will ask students if they read vocabulary we have studied so far.
- I will ask students if they recalled any rhetorical devices and the effect they had on the reader.